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AUTHOR	Tipton, William
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ABSTRACT

This manual, prepared for the state of Washington, provides tools and strategies aimed at assisting building administrators in clinical approaches to teacher evaluation. The first section provides preliminary thoughts on the evaluation process and discusses the two major problems: acceptance and time. The second section discusses the sources and categories of minimum performance criteria: (1) state statute and agency regulation, and (2) the body of literature concerned with effective schooling. Drawing on the latter, a list is provided of effective classroom characteristics and practices, and the evaluation process is schematized. The third section discusses the following evaluation process tools and data collection techniques: (1) anecdotal record analysis, (2) selective verbatim analysis, (3) time-on-task analysis, (4) Flanders' interaction analysis, (5) student learning objective (SLO) checklist, (6) room map, and (7) room surface area. A brief conclusion summarizes the principal's task in teacher evaluation and briefly lists the elements that combine to make evaluative judgments accurate. Two appendixes provide instrumentation for the methods described. (TE)

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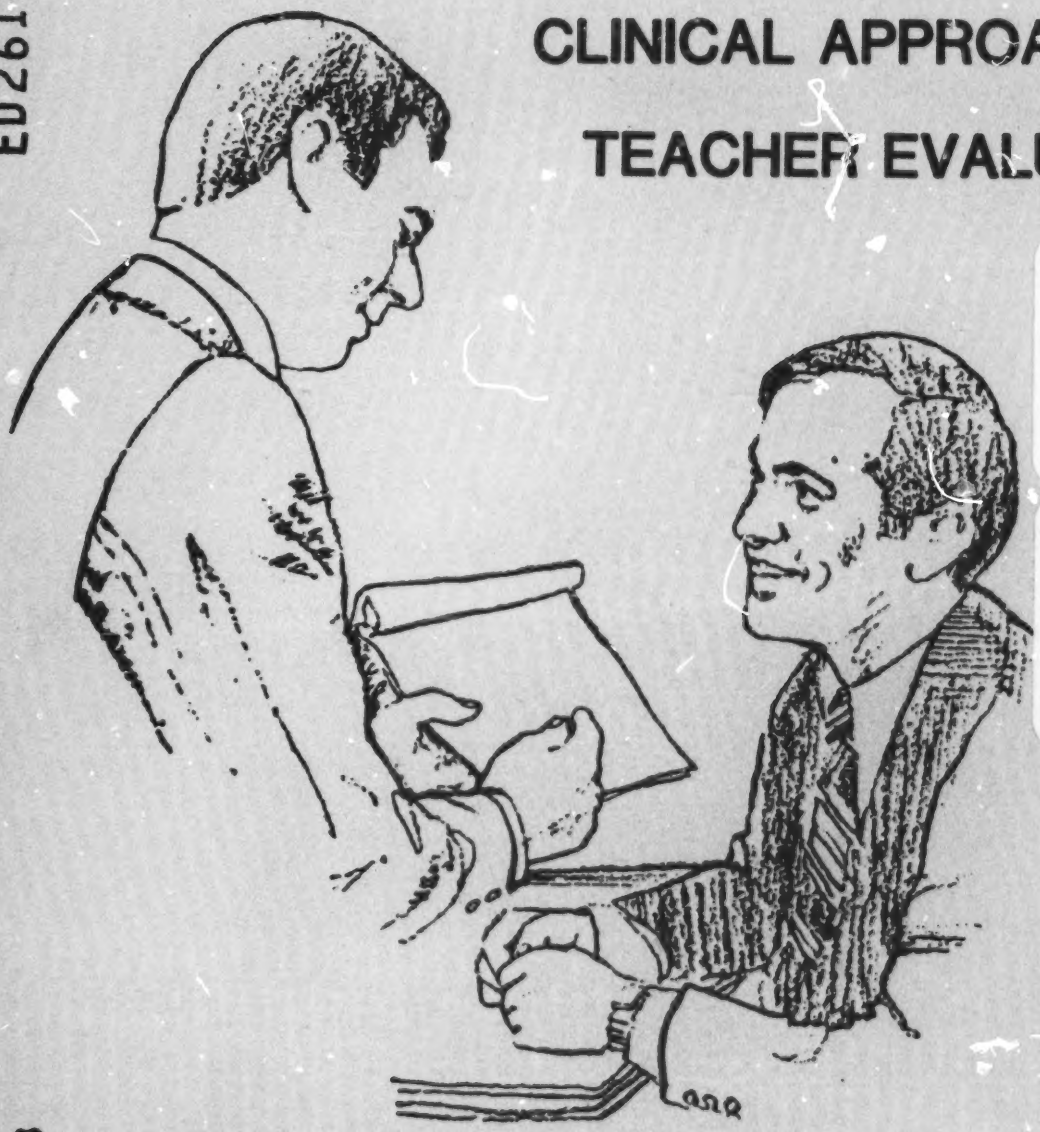
CLINICAL APPROACH TO TEACHER EVALUATION



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by William Tipton

1985

WASHINGTON STATE SCHOOL DIRECTORS' ASSOCIATION

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ABOUT THE AUTHOR:

Dr. William A. Tipton. Seven years as a classroom teacher: five years at the secondary level and two years at the elementary level. Eight years as an administrator: four as an elementary principal and four as a school district superintendent. Stateside teaching and administrative experiences in Washington, Colorado, and Minnesota. Five years overseas experience: American Samoa, El Salvador, Venezuela, and the Bahamas.

Superintendent of McCleary School District #65, 1981-1985; Ph.D. in Educational Administration, University of North Dakota; M.A. in Elementary School Administration, Western State College, Gunnison, Colorado; B.A. in Education, University of Puget Sound; and graduate of Olympia High School.

Publications include: doctoral dissertation, "The Perceptions of Selected Members of the Legal Community as to North Dakota Public School Superintendents' Understanding of Important Issues in Public School Law"; a nationally distributed newsletter of the North Dakota Teacher Corps; "1st Year Report for Project IDEAL;" and "Increasing Teacher Effectiveness: A Self Help Guide" (contributor).

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INTRODUCTION

Although amendments to the continuing contract law -- including mandating evaluation of certificated employees -- were passed in 1976, a uniform and consistent approach to evaluation in school districts remains an unattained goal.

This manual is written in an attempt to provide some useful tools and strategies, aimed at assisting building administrators in their role as evaluator.

Interestingly enough, this is perfectly consistent with Washington state law and regulation as well as a growing trend throughout the nation.

THOUGHTS ON A CLINICAL APPROACH TO TEACHER EVALUATION*

I. Preliminaries

EXCELLENCE. The time for "excellence in education" is now. The place to begin is within the school building. The arena is the classroom. The obstacle to overcome is inertia. The vehicle is improved instruction. The vanguard must be led by administrators and teachers.

INSTRUCTION. Instruction is but a single element in the panoply of concerns and worries about K-12 public education found under the rubric "excellence in education." Nevertheless, in this writer's view, it is the central topic. Instruction is that point of interface where the student touches the skills and concepts to be learned, and is that mediating process vital to the student's success in school. Quality instruction is that service which professional educators promise to deliver. Instruction in the classroom is but one element, but it is the critical element.

DO NOT DESPAIR. Tools and strategies are available to assist building level administrators and teachers committed to an instructional improvement process. The State of Washington, in statute and regulation, has established a mandatory evaluation process. School districts and teacher unions have evaluation sections in their master contracts. Packaged programs such as Clinical Supervision, Teacher Expectations and Student Achievement (TESA), and Instructional Practice Into Theory (ITIP) stand ready to serve their respective practitioners. Individual school districts and school districts joined together in cooperatives are exploring and implementing staff development projects. There exist enough strategies to suggest that if there is the will to improve instruction, there certainly is a way!

A CLINICAL APPROACH. Clinical: objective, analytical, detached. This article is about an approach to evaluation that leads to reasoned and discriminating judgments and sound conclusions. The approach is generic and may be applied to any plan and/or procedure. It is compatible with other programs such as TESA and ITIP, and supports the statutory requirements. A clinical approach is about gathering and using information, in ways that are objective and analytical. It is not a complete improvement process in and of itself. However, it is an element that should be present in all improvement plans and procedures. The clinical approach postulates: 1) know the criteria of successful instruction, 2) determine the nature of the teacher's performance, 3) draw conclusions based

*Throughout this manual, evaluation and improvement process are considered synonymous. This is consistent with state law and regulation.

on a comparison of the criteria and the performance. To be clinical in teacher evaluations is to

1. Observe systematically,
2. Collect and record data accurately,
3. Analyze the data faithfully,
4. Judge fairly, and
5. Conclude with reason.

The evaluator must adopt an attitude that the characteristics of good teaching are known; that they can be observed, recorded, measured, analyzed, and evaluated; and that they can be incorporated into the practices of all teachers. An evaluator using a clinical approach does not dismiss the interpersonal dynamics between the teacher and the evaluator but is patient in his/her insistence that improved performance is important and that objectivity is the basis for reaching decisions leading to improved performance.

TWO PROBLEMS. (1) Acceptance. The clinical approach has a beauty-beast nature about it. It attempts to depict the reality of ones performance in the classroom. This creates few problems when the teacher is confident about his/her performance and is doing well. The difficulty comes when a teacher's performance is marginal or less than satisfactory. A faithful recording of such performance creates anxiety, stress, and defensiveness. In a nutshell, a clinical approach may lead to reasoned conclusions about specific improvements, but nobody is listening.

When dealing with this problem, an evaluator has numerous options available, ranging from "faking it" and doing nothing to adopting an unreasoned evaluation program and adhering to it in a lockstep fashion. This writer has chosen to emphasize the distinction between information and people: be faithful and stern with the data and be sensitive with people and their needs. This translates into an evaluator's action plan: exercise patience and understanding for those seeking to improve and patience and insistence for those married to the status quo of poor performance.

(2) Time. The evaluation process takes time. Evaluation to be meaningful must lead to improvement, to change. Change is difficult for all people; it is made easier for the evaluatee when there is adequate time to make the necessary adjustments in thought, emotions, and behavior. Further, it takes time for the evaluator to prepare, implement, and monitor the entire process of improvement. Both the evaluatee and the evaluator need time, if they are to "do it right."

To meet the high expectations of the evaluation process and to implement the reasoned elements in the process, there must be time to proceed in measured fashion to a satisfactory conclusion. The "powers that be" must see that time is available. The building principal must be guaranteed time to become the instructional leader; the classroom teacher must be guaranteed time to improve. Certainly, hold the principal and teacher accountable; but, also, give them time!

SO WHAT'S THE BIG DEAL WITH THIS CLINICAL APPROACH?

Reader Query: "You make sense with this clinical stuff, but so what? What's in it for me, for education? A paid vacation after each evaluation for those directly involved? A panacea for all evaluation

ills? Fewer headaches? More work? A better evaluation leading to improved instruction?" Who benefits?

Writer Response: "No" to the paid vacation (although the thought is attractive), the panacea, and the fewer headaches. "Yes" to the more work, initially. After a stockpile of evaluation tools has been built, skills gained, and understandings reached, the evaluation work-load should be less. Perhaps, the aphoristic urging, "Work smarter, not harder," has application. As to the question, "A better evaluation leading to improved instruction," the answer is "YES". Perhaps best of all, the educational benefits spill to the students, the teacher's colleagues, the school, and the community.

REWARDS FOR THE READER. As a reward for continuing, the reader will find 1) a brief review of the minimum evaluation criteria, with associated effective teaching criteria, 2) a number of "handy-dandy" evaluation tools and techniques useful in describing, analyzing, and judging teacher instructional performance, and 3) sample copies of generic tools which may serve "as is" or as examples leading to better "self-designed" tools. There is nothing magical about data gathering tools. If it works for you, use it. If it doesn't, change or discard it.

KUDOS TO THE READER. To those interested in improving both the evaluation process and instruction, I recommend a clinical approach. I hope that your reading of this article is time well spent; thank you for that time.

II. On Sources and Categories of Minimum Performance Criteria

The creation of a list of minimum performance criteria for classroom teachers can be an arduous task. It may well be that there are as many sources of performance criteria for classroom teachers as there are people who have taught, been taught, or have naught taught. Perhaps it is just as certain that the list of performance criteria can be long or short, depending on one's point of reference, training, experience, position, and/or imagination. Further, the individual negotiated agreements between the various school districts and their respective teacher unions invariably have a number of unique performance evaluation components within them. The subject of performance criteria would become unmanageable in this paper without the imposition of restrictions on the discussion. Therefore, the minimum performance criteria discussed in this paper come from two sources: 1) state statute and agency regulation and 2) that body of literature dealing with "effective schooling."

THE REVISED CODE OF WASHINGTON. The State of Washington in RCW 28A.67.065 charges the Superintendent of Public Instruction Office with establishing

> minimum criteria for the evaluation of the professional performance capabilities and development of certificated classroom teachers.... For classroom teachers the criteria shall be developed in the following categories: Instructional skill; classroom management, professional preparation and scholarship; effort toward improvement when needed; the handling of student discipline and attendant problems; and interest in teaching pupils and knowledge of subject matter. (Emphasis added.)

The statutory categories are broad and, arguably, all inclusive. However, in themselves, they present no "excellence in teaching" criteria against which an evaluator can objectively compare a teacher's performance. Simply, they are categories and not criteria.

THE WASHINGTON ADMINISTRATIVE CODE, OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION. The developing of specific criteria was left to the Office of Superintendent of Public Instruction. It responded with WAC 392-191-005 and WAC 392-191-010.

> WAC 392-191-005 ....
>
> This chapter establishes the minimum criteria which each school district shall adopt for the evaluation of professional performance capabilities and development of certificated classroom teachers....

> WAC 392-191-010 ... the minimum criteria for certificated classroom teachers:
>
> (1) Instructional skill. The certificated classroom teacher demonstrates, in his or her performance, a competent level of knowledge and skill in designing and conducting an instructional experience.
>
> (2) Classroom management. The certificated classroom teacher demonstrates, in his or her performance, a competent level of knowledge and skill in organizing the physical and human elements in the educational setting.
>
> (3) Professional preparation and scholarship. The certificated classroom teacher exhibits, in his or her performance, evidence of having a theoretical background and knowledge of the principles and methods of teaching, and a commitment to education as a profession.
>
> (4) Effort toward improvement when needed. The certificated classroom teacher demonstrates an awareness of his or her limitations and strengths, and demonstrated continued professional growth.
>
> (5) The handling of student discipline and attendant problems. The certificated classroom teacher demonstrates the ability to manage the noninstructional, human dynamics in the educational setting.
>
> (6) Interest in teaching pupils. The certificated classroom teacher demonstrates an understanding of and commitment to each pupil, taking into account each individual's unique background and

characteristics. The certificated classroom teacher demonstrates enthusiasm for or enjoyment in working with pupils.

(7) Knowledge of subject matter. The teacher demonstrates a depth and breadth of knowledge of theory and content in general education and subject matter specialization(s) appropriate to the elementary and or secondary level(s). (Emphasis added.)

"DEMONSTRATES" AND "EXHIBITS". As did the legislature, SPI spoke in generalities--broad enough to cover the subject and to satisfy the charge of the law makers but too limited to be helpful directly to the practitioners (i.e. principal and teacher). SPI's minimum criteria provide direction and impetus but little practical assistance. **It still remains the task of the participants in the evaluation process to quantify and to qualify accurately what is "demonstrated" and "exhibited" and to compare that with objective performance criteria for good teaching.** SPI's seven criteria are helpful for "government work;" they are not helpful, when used alone, for carefully defining and evaluating a teacher's performance.

EFFECTIVE SCHOOLING PRACTICES. The State of Washington through statute and the Office of Superintendent of Public Instruction has mandated minimum performance criteria for the evaluation of classroom teachers. In terms of the practice of teaching, do those criteria make sense? Are they supported by research? Clearly, the answer is yes. A useful synthesis of the findings of effective schooling research is found in "Onward to Excellence: Making Schools More Effective." (Dr. Robert E. Blum, Director; Goal Based Education Program; Northwest Regional Educational Laboratory; Portland, Oregon.) The 20-page brochure neatly lays out a list of classroom characteristics and practices that parallel and expand the minimum performance criteria of WAC 392-191-010. In appropriate part:

1. CLASSROOM CHARACTERISTICS AND PRACTICES

Learning is an individual process that is shaped in the classroom. On a daily basis, teachers and students work together to extend and refine each learner's set of concepts and skills. Thoroughly planned lessons, focused instruction and positive classroom management increase the probability of success.

[For sake of brevity, numerous sub-headings have been deleted; only the main subject headings are given here.]

1.1 Instruction is guided by a preplanned curriculum

1.2 There are high expectations for student learning

1.3 Students carefully oriented to lessons

1.4 Instruction is clear and focused

1.5 Learning progress is monitored closely

1.6 When students don't understand, they are retaught

1.7 Class time is used for learning

1.8 There are smooth, efficient classroom routines

1.9 Instructional groups formed in the classroom fit instructional needs

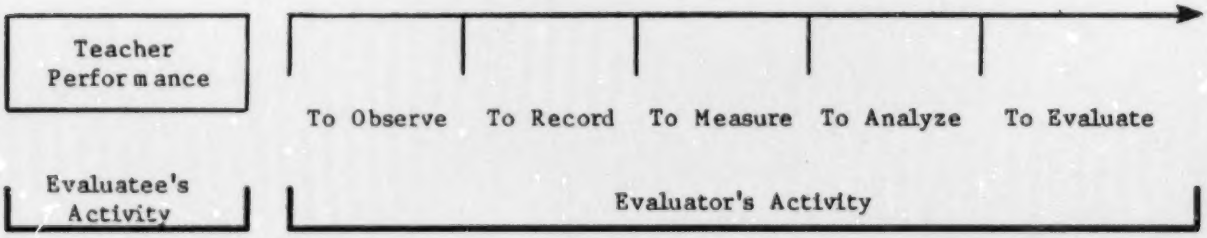
1.10 Standards for classroom behavior are explicit

1.11 Personal interactions between teachers and students are positive

1.12 Incentive and rewards for students are used to promote excellence

TO EVALUATE AS THE TERMINAL ACT. To evaluate is the terminal act of the principal in an evaluation process:

Evaluation Process



For evaluative judgments to be valid they must be proceeded by observation, data collection, measurement, and analysis. It is impossible to eliminate all subjectivity from an evaluation; objective and appropriate use of data, however, supports the principal's efforts in achieving a fair evaluation. To do otherwise is to fail in the process and the teacher being evaluated.

The evaluator is faithfully and accurately 1) to quantify and 2) to qualify the teacher's performance. Part III deals with ideas and tools that support an evaluator's efforts to do both.

III. On Evaluation-Process Tools and Data Collection Techniques

In this section are presented a number of clinical tools and techniques for the collection of data during classroom observations. Not all may apply to or be helpful in a given situation. They are suggestive of what can be done; the evaluator must decide what is appropriate and then select or design the tool(s) with which to work. The key is to use a tool and technique that will produce

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information leading to a reasoned judgment on performance. Also included are several examples of the kinds of data a principal can gather using a clinical approach. For your consideration I offer the following:

1. ANECDOTAL RECORD ANALYSIS

Purpose: To record verbal and non-verbal behaviors of all participants within the classroom setting.

Technique: Record, as well as can be done, all that occurs in the classroom during a prescribed period of time.

Tools: Pencil and notebook paper. (Audio or video devices are useful. Your negotiated agreement with the teachers' union may preclude their use, however.)

2. SELECTIVE VERBATIM ANALYSIS

Purpose: To record selected speech of any number of classroom participants, teacher, or students.

Technique: Record the selected speech of teacher or students. {e.g., Record all questions asked by the teacher to determine the teacher's questioning technique. For those interested in questions and questioning, Sanders identifies seven categories of questions: 1) memory, 2) translations, 3) interpretation, 4) application, 5) analysis, 6) synthesis, and 7) evaluation. See Appendix A for more on Sanders' categories}

Tools: Pencil and notebook paper. (See Appendix B: "Selective Verbatim Analysis" for example.)

Example A: Selective Verbatim Analysis of Mr. Jones' non-instructional speech while working with students in his classroom.

3. TIME-ON-TASK ANALYSIS

Purpose: To record the amount of time students are engaged in on-task and off-task behaviors.

Technique: Using a matrix with "task" and "time" coordinates, record the time that students spend on the task given by the teacher.

Tools: A predrawn matrix and a pencil. (See Appendix B: "Time-on-task Analysis Matrix" for example.)

Example B: A time-on-task record of three students in Mrs. Smith's reading class.

SELECTIVE VERBATIM ANALYSIS

TEACHER: *Mr. Jones* **DATE:** *11/12/85* **TIME:** 10:17—10:37

METHODOLOGY: As accurately as possible, record verbatim the content of of the teacher's and/or students' speech. If possible, also record the time. I find that simply using notebook paper and a pencil works quite well. Further, you may only wish to record selectively (e.g. types of questions) What is given here is more in the way of an example.

PURPOSE: A tool to record speech content, providing a factual basis for analysis.

TIME	SPEECH RECORD
10:17	You guys need to get back to your seats now.
10:19	Bobby and Sam, sit down.
	You will only need reading and English. (a response to a student's question)
	If we get tine before recess. (a response to a student's question)
	You are just going to answer questions with numbers and words!
10:21	Don, I would say it is glass; not sure. Too Light to be sure. (a response to
	a student's question about crystal/glass object--unrelated to lesson)
	James, I still might. (a response to a student's question)
10:22	Quiet
	Bobby, that is not for listening.
	What are you doing up?
	Shh..... I see that.
	Hurry, Bobby.
	'Cause you were up when you shouldn't have been.
10:24	You don't have your book open yet, Jimmy.
	Charles I didn't give you an example, yet.
10:27	Bobby, yes you may go to the bathroom.
	What Lois? You better read it before going back to your row. If you can't answer
	it, you will lose your recess.
10:30	Joey! Sit down
10:32	Shh..... Hush. Hush.
10:35	Questions? Go back and get busy. No talking.
10:37	That chair belongs at the side, not at the table.

LESSON BEING TAUGHT/ACTIVITY: (DESCRIPTION)

English and reading. with reading being done in groups. Groups formed at the back table.

NOTES *A verbatim recording of Mr. Jones observed "non-instructional" speech with students. 6th grade class with 23 students.*

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TIME–ON–TASK ANALYSIS MATRIX

TEACHER: Mrs. Smith **DATE:** 2/24/84 **TIME:** 10:56–11:23

METHODOLOGY: Briefly note in the appropriate box at one minute intervals the behaviors of the 4 students or simply code "+" for on task and "–" for off task behaviors.
PURPOSE: To quantify and qualify student on task/off task behaviors.

MINUTE INTERVALS	STUDENT 1 James	STUDENT 2 Sally	STUDENT 3 Charles	STUDENT 4
1	Washing desk top	playing with pencil	on task	
2	"	"	bouncing in seat	
3	"	looking out window	drawing	
4	just sitting	on task	throwing paper in bskt	
5	"	"	just sitting	
6	talking with Bob	"	throwing paper in bskt	
7	just sitting	stretching	"	
8	on task	looking in desk	sitting on floor	
9	on task	stretching	cleaning desk	
10	on task	playing with pencil	drawing in notebook	
11	on task	"	"	
12	on task	looking at observer	"	
13	on task	stretching	"	
14	on task	looking around room	"	
15	sitting on floor	on task	just sitting	
16	just sitting	stretching	stretching	
17	looking in desk	"	drawing	
18	drawing	chewing fingernail	talking with Tom	
19	head on desk, drawing	playing with watch	throwing paper in bskt	
20	whistling	looking at observer	drawing	

ASSIGNED TASKS: (DESCRIPTION)

All students were to being doing seat work: a math assignment on a work sheet.

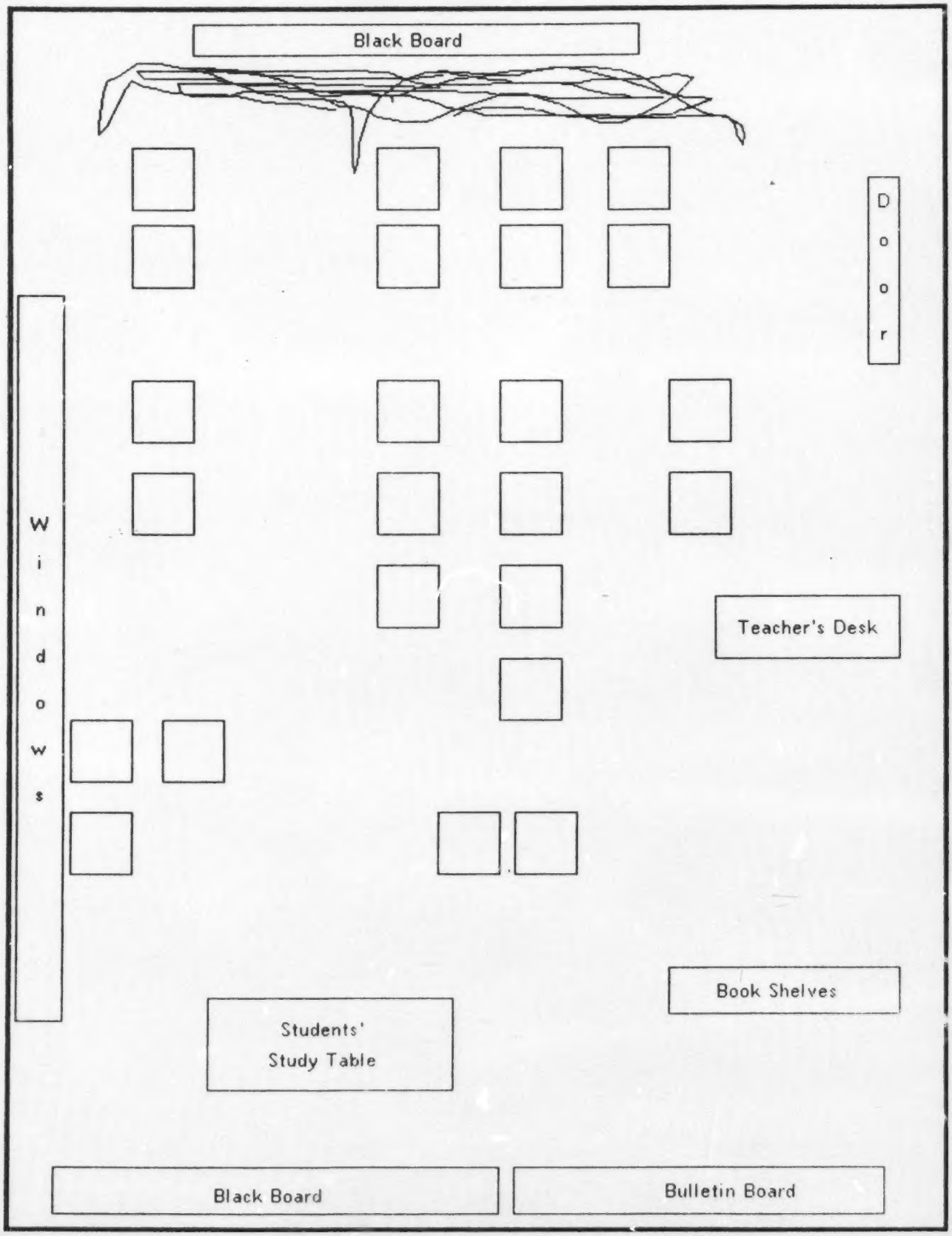
A. Actual time observed students on task = 10 (Count the appropriate cells.)

B. Total possible time–on–task minutes = 60

C. Percentage of time observed, students on task = 16.67 A / B = C)

NOTES: *Activities of the three students appeared consistent with those of others.*
Need to assist on the techniques for introducing a lesson and monitoring student behavior.

Room Map



Example C

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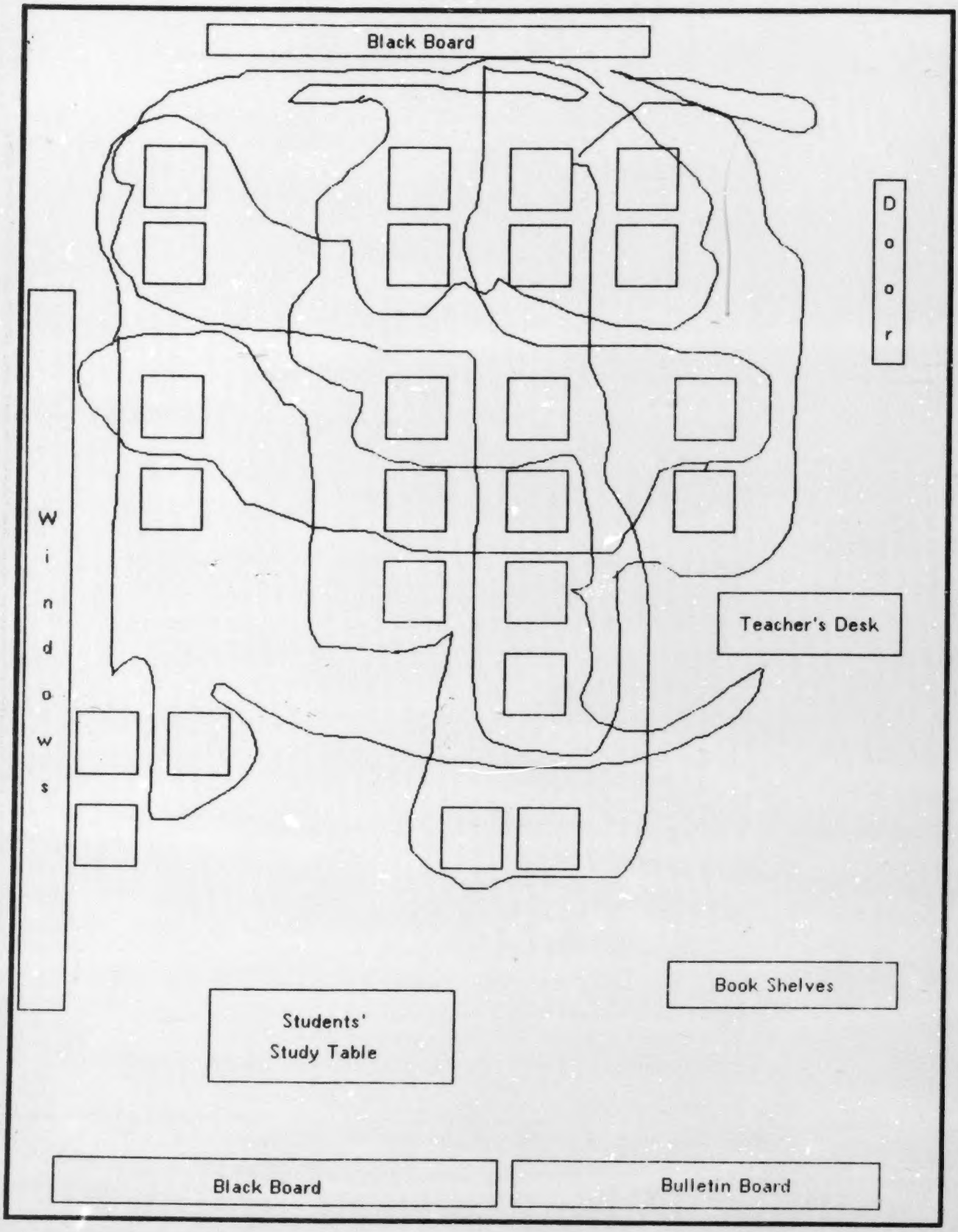
Room Map



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FLANDERS' INTERACTION ANALYSIS CATEGORIES *

Teacher Talk	Response	1. Accepts feelings. Accepts and clarifies an attitude or the feeling tone of a student in a nonthreatening manner. Feelings may be positive or negative. Predicting and recalling feelings are included. 2. Praises or encourages. Praises or encourages students; says "um hum" or "go on"; makes jokes that release tension, but not at the expense of a student. 3. Accepts or uses ideas of students. Acknowledges student talk. Clarifies, builds on, or asks questions based on student ideas.
		4. Asks questions. Asks questions about content or procedure, based on teacher ideas, with the intent that a student will answer.
	Initiation	5. Lectures. Offers facts or opinions about content or procedures; expresses his own ideas, gives his own explanation, or cites an authority other than a student. 6. Gives directions. Gives directions, commands, or orders with which a student is expected to comply. 7. Criticizes student or justifies authority. Makes statements intended to change student behavior from nonacceptable to to acceptable patterns: arbitrarily corrects student answers; bawls someone out. Or states why the teacher is doing what he/she is doing; uses extreme self-reference.
Student Talk	Response	8. Student talk-response. Student talk in response to a teacher; contact that structures or limits the situation. Freedom to express own ideas is limited.
	Initiation	9. Student talk-initiation. Student initiates or expresses his own ideas, either spontaneously or in response to the teacher's solicitation. Freedom to develop opinions and a line of thought; going beyond existing structure.
Silence		10. Silence or confusion. Pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer.

Numbers imply no scale or rank; they designate only a particular kind of communication.

*Taken from Techniques in the Clinical Supervision of Teachers, page 151.

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4. FLANDERS' INTERACTION ANALYSIS

[Flanders' Interaction Analysis technique is one of the most widely known methodologies for recording the verbal interactions that occur between the teacher and pupils in the classroom setting.]

Purpose: To record, using Flanders' categories, the types of verbal interactions occurring between the teacher and students.

Technique: Using a matrix with "Flanders' categories" and "time" coordinates, record the interactions between the teacher and student.

Tools: A predrawn matrix and a pencil. (See Appendix B: "Flanders' Timeline-category Matrix" for example.)

5. STUDENT LEARNING OBJECTIVE (SLO) CHECKLIST

Purpose: On a weekly basis, to record instruction in district adopted Student Learning Objectives.

Technique: From information found in the teacher's lesson plan book and using a matrix with "day" and "SLO" coordinates, indicate when the teacher taught to an SLO.

Tools: A predrawn matrix and a pencil. (See Appendix B: "Student-Learning-Objective Checklist Matrix" for example.)

6. ROOM MAP

Purpose: To indicate the physical arrangement of the room and, also, as a map on which to plot movement of various classroom participants.

Technique: Upon entering the room draw a map of the physical arrangement of the room; during subsequent visits details may be added. To record one's movement throughout the course of a period, place a pencil point on the map, never lifting the pencil and tracing the individual's movement.

Tools: Paper (or accurate map previously drawn) and pencil. (See Appendix B: "Room Map" for two examples.)

Examples C and D: Two room maps showing the pattern of movement about the classroom of two different teachers teaching the same subject, to the same aged students, in the same room (at different times, of course).

7. ROOM SURFACE AREAS

Purpose: To record students' work, posters, and other objects found on the walls (bulletin board, blackboards, etc.) and hanging from the

ceiling (streamers, papiermache models, etc), and resting on the floor.

Technique: When in the room, detail on the surface areas map those items seen on the floor, ceiling, and walls.

Tools: Paper and pencil. (See Appendix B: "Room Surface Areas" for example.)

IV. In Conclusion: Something about Evaluative Judgments

THE PRINCIPAL'S TASK The principal's task is not only to evaluate, but to evaluate effectively, making sound professional judgments as to the level of performance of the classroom teacher. State law and regulations require that the building principal or designee make judgments about the classroom performance of teachers. Management theory and common sense also suggest that one in a supervisory capacity must make judgments about the quality of a subordinate employee's work. The evaluator's task is a difficult one, without absolute guarantees that any particular evaluative judgment is the correct one and with only the hope that teacher effectiveness improves. To evaluate effectively over time is no small feat.

ELEMENTS COMBINING FOR SOUND EVALUATIVE JUDGMENTS Various elements combine to make the evaluative judgments of principals accurate. Their quality and number will have an impact on the evaluation process and the principal's decision. This manualends with a list which, although certainly not exhaustive, includes such elements: 1) training and experience, 2) available time for the task, 3) commitment to improving instruction, 4) sensitivity to the demands of change, 5) an innovative spirit, achieving continual enhancement of the evaluation process and 6) objectivity, gained through the clinical approach.

Go forth and multiply, ye practitioners of a clinical approach to teacher evaluation!

APPENDIX A

SANDERS' SEVEN CATEGORIES OF QUESTIONS*

1. **MEMORY**: recognizing or recalling information as given in the passage. Sanders distinguishes four kinds of ideas on the memory level of thinking.

   a. Facts

      Who did _____?

      When did _____?

      How many _____?

      What are _____?

   b. Definitions of terms used, and perhaps explained, in the text

      What is meant by _____?

      What does _____ mean?

      What meaning did you understand for _____?

      Define _____.

      Explain what we mean by _____?

   c. Generalizations, in recognizing common characteristics of a group of ideas or things.

      What events let to _____?

      In what three ways do _____ resemble _____?

      How did _____ and _____ effect(cause) _____?

   d. Values, a judgment of quality

      What is said about _____? Do you agree?

      What kind of a boy was _____?

      What did _____ do that you wouldn't?

2. **TRANSLATION**: expressing ideas in different form or language

   a. Tell me in your own words how _____?

   b. What kind of a drawing could you make to illustrate _____?

   c. How could we restate _____?

   d. Could we make up a play to tell this story? How?

   e. What does the writer mean by the phrase _____?

   f. Write a story pretending you are _____?

* Classroom Questions: What Kinds?, Sanders.

3. **INTERPRETATION**: trying to see relationships among facts, generalizations, values, etc.

   a. Comparative, looking at ideas that are the same, related, different, or opposed

      How is _____ like _____?

      Is _____ the same as _____? Why not?

      Which three _____ are most alike in _____?

      Compare _____ with _____ in _____?

      Who does _____ today resemble _____ in _____?

   b. Implications, arriving at an idea which depends upon evidence in the reading passage

      What will _____ and _____ lead to?

      What justification for _____ does the author give?

      If _____ continues to _____, what is likely to happen?

      What would happen if _____?

   c. Inductive thinking, applying a generalization to a group of observed facts

      What facts in the story tend to support the idea that _____?

      What is the author trying to tell you by _____?

      What does the behavior of _____ tell you about him?

      What events led to _____? Why?

   d. Quantitative, using a number of facts to reach a conclusion

      How much has _____ increased?

      What conclusions can you draw from the table or graph on page _____?

      How many times did _____ do _____ ? What happened?

      How many causes of _____ can you list?

   e. Cause and Effect, recognizing the events leading to a happening

      Why did the boy _____?

      How did the boy make _____?

      What two things led up to _____?

      When the girl _____, what had to happen?

      Why did _____ happen?

4. **APPLICATION**: solving a problem that requires the use of generalizations, facts, values, and other appropriate types of thinking

   How can we show that we need a blinking stop light at the school crossing?

   If we want to raise money for cheerleader uniforms, what sort of fund raising

plans must be made?

Jack has lost his pet hamster? What can we do to console him? To show him that we care?

5. **ANALYSIS:** recognizing and applying rules of logic to solutions of a problem
Discuss the statement, "Baseball umpires never make mistakes."

Some people think that boys can run faster than girls. What do you think?

John was once bitten by a dog. Now John dislikes all dogs. Is he right or wrong in his feelings? Why?

6. **SYNTHESIS:** using original, creative thinking to solve a problem

What other titles could you think of for this story?

What other ending can you write for this story?

If John had not _____, what might have happened?

Pretend you are the chairman of the board of Apple Computers. What would you do to sell more personal computers than IBM?

7. **EVALUATION:** making judgments based on clearly defined standards

Did you enjoy the story of _____? For what reasons?

What do you think of _____in this story? Do you approve of his actions?

In the textbook, the author tells us that _____ felt _____.

Is this a fact or the author's opinion? How do you know?

This story has a very happy ending. Should all stories end happily? Why not?

The author of our textbook apparently believes that the American colonists were right in their actions. Do you agree? What do you suppose the British said about the colonists?

Write a short story about your favorite person in history. Tell why this person is you favorite.

APPENDIX B

SELECTIVE VERBATIM ANALYSIS

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TEACHER: _____ DATE: _____ TIME: _____

METHODOLOGY: As accurately as possible record verbatim the content of of the teacher's and/or students' speech. If possible, also record the time. I find that simply using notebook paper and a pencil works quite well. Further, you may only wish to record selectively (e.g. types of questions) What is given here is more in the way of an example.

PURPOSE: A tool to record speech content, providing a factual basis for analysis.

TIME	SPEECH RECORD

LESSON BEING TAUGHT/ACTIVITY: (DESCRIPTION)

NOTES:

TIME–ON–TASK ANALYSIS MATRIX

TEACHER: _____ DATE: _____ TIME: _____

METHODOLOGY: Brief note in the appropriate box at one minute intervals the behaviors of the 4 students or simply code "+" for on task and "–" for off task behaviors.

PURPOSE: To quantify and qualify student on task/off task behaviors.

MINUTE INTERVALS	STUDENT 1 _____	STUDENT 2 _____	STUDENT 3 _____	STUDENT 4 _____
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

ASSIGNED TASKS: (DESCRIPTION)

Student 1:

Student 2:

Student 3:

Student 4

A. Actual time observed students on task = ____ (Count the appropriate cells.)

B. Total possible time–on–task minutes = 80

C. Percentage of time observed, students on task = ____ A / B = C)

NOTES:

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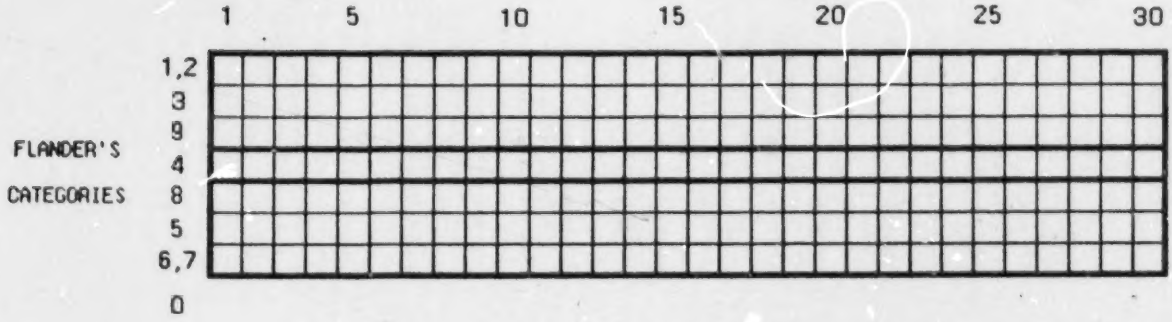
FLANDER'S TIMELINE—CATEGORY MATRIX

METHODOLOGY: Record observed behaviors every minute by making a ✓ on the minute in the appropriate category cell.

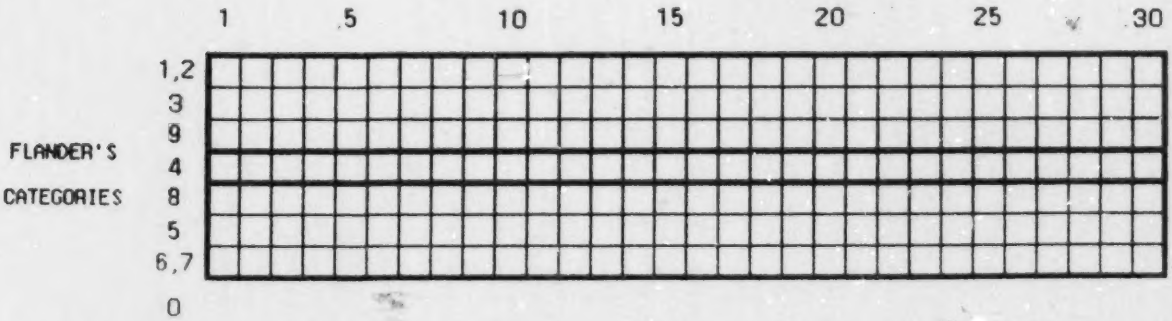
PURPOSE: Tool to record in an organized fashion the pattern of interaction between/among people.

TIMELINE IN MINUTES

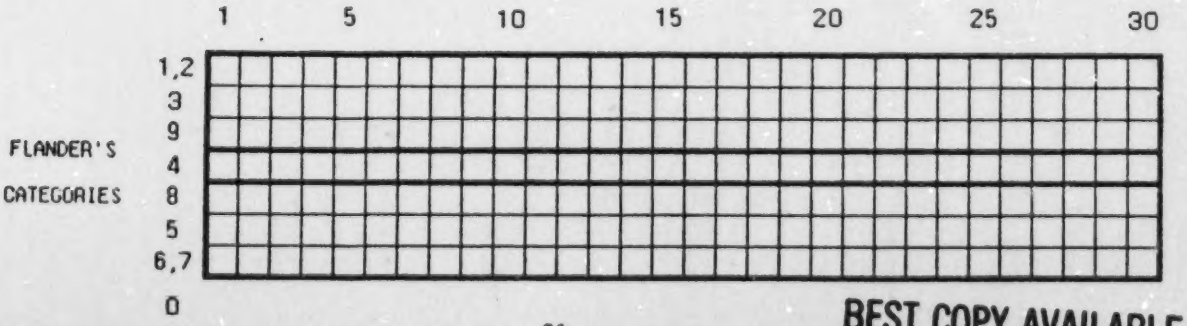
22



TIMELINE IN MINUTES



TIMELINE IN MINUTES



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STUDENT–LEARNING–OBJECTIVE CHECKLIST MATRIX

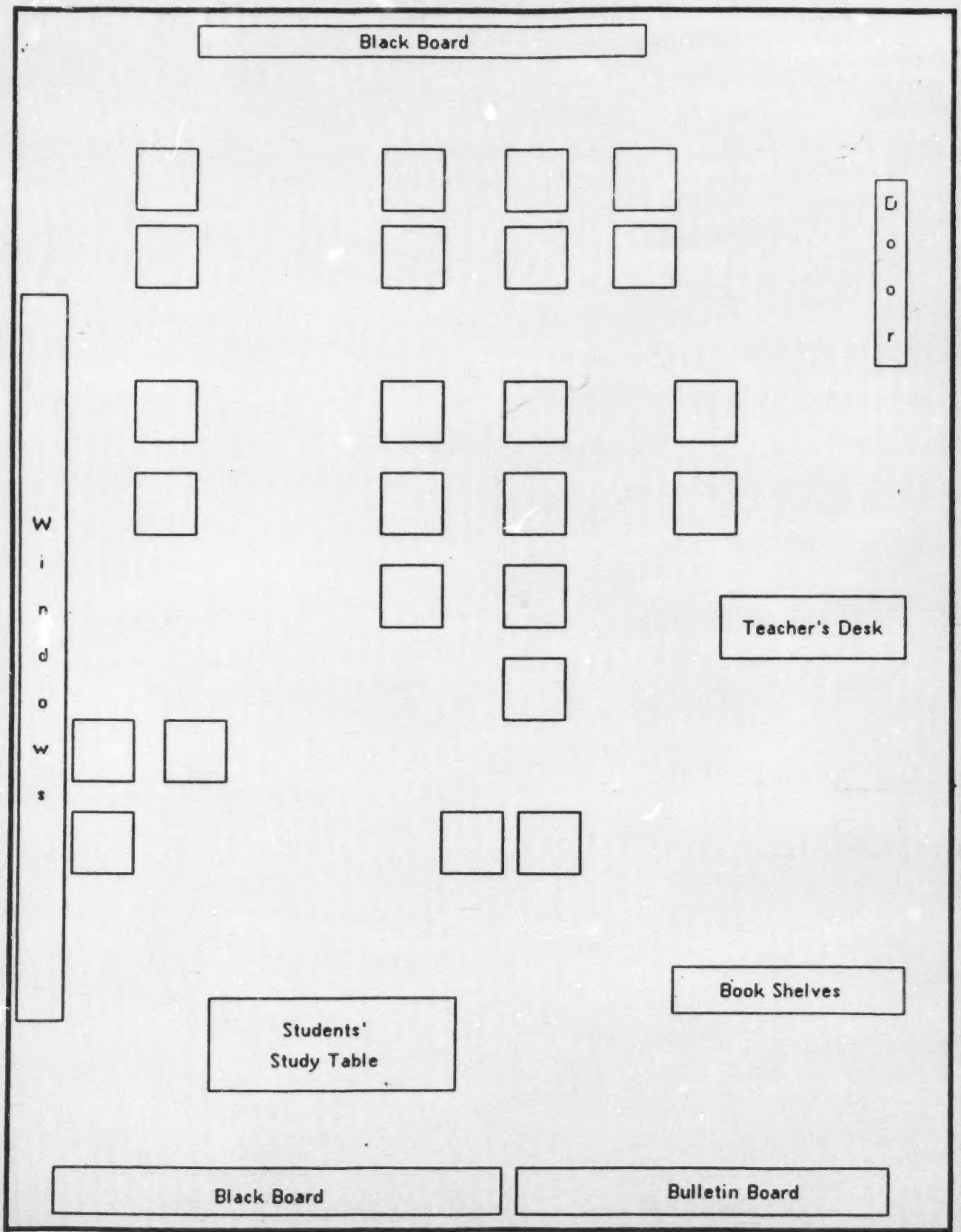
TEACHER: _____ **WEEK OF:** _____

METHODOLOGY: From the information found in a lesson plan book for a week's lessons, indicate SLO index code (or briefly describe) in the appropriate box.

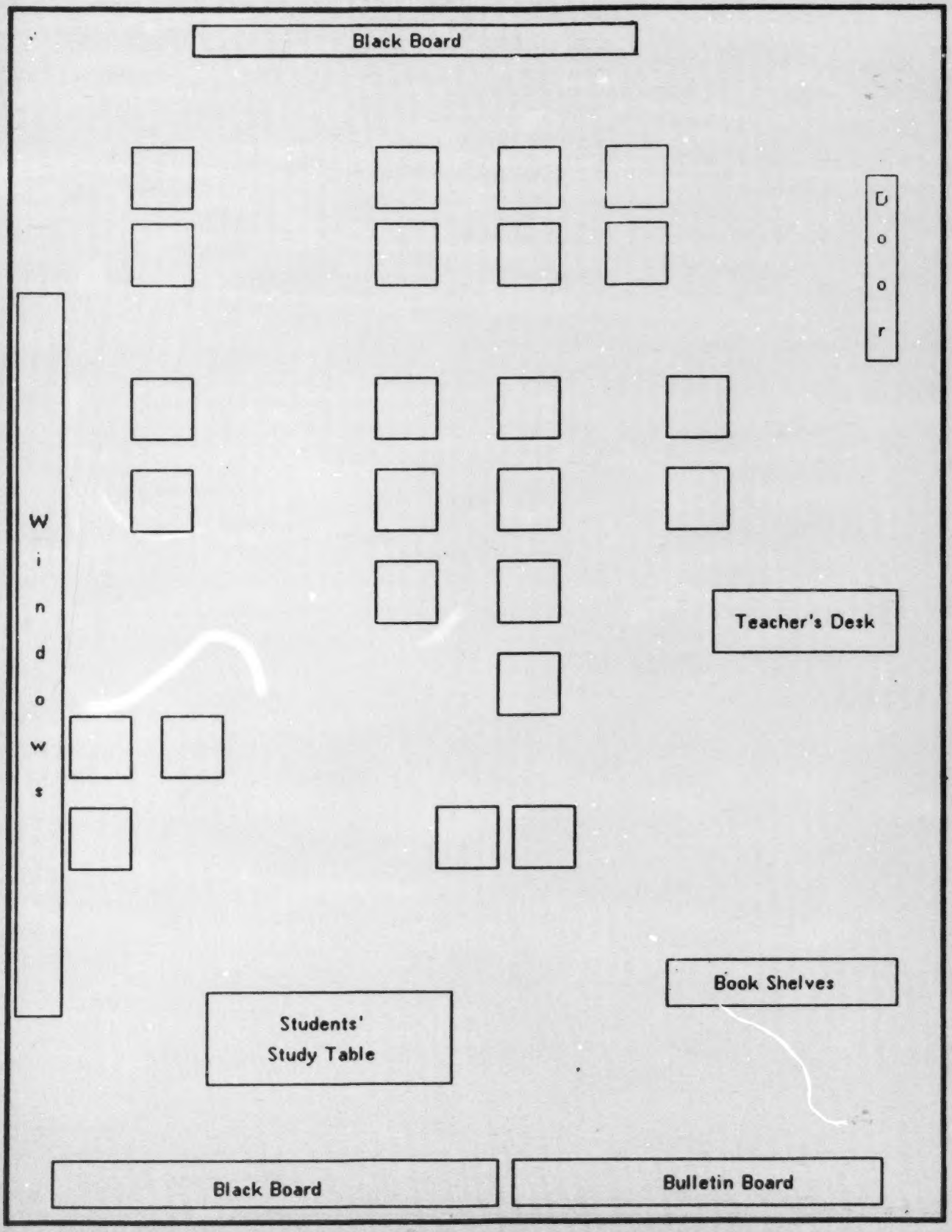
PURPOSE: To measure the teaching of adopted SLOs.

CURRICULUM	M	T	W	TH	F
READING					
MATH					
ENGLISH					
SOCIAL STUDIES					
SCIENCE					
SPELLING					
HEALTH					
MUSIC					
P.E.					
PENMANSHIP					
WORK SKILLS					

Room Map


Black Board
Door
Windows
Teacher's Desk
Book Shelves
Students' Study Table
Black Board
Bulletin Board

Room Map


Black Board
Door
Windows
Teacher's Desk
Book Shelves
Students' Study Table
Black Board
Bulletin Board

ROOM SURFACE AREAS

Front Wall

Left Wall

Floor

Right Wall

Ceiling

Back Wall